

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Reach Academy

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Reach Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Reach Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Reach Academy

0110239

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Reach Academy is a small neighborhood school (Pre K to 5th) located on the corner of 98th and Bancroft in sunny East Oakland. Reach is a "green" school, housed in a beautiful new building rich with architectural extras including classroom skylights, a drought-resistant roof-top garden, and a second-floor hall of windows overlooking the campus and neighborhood below. We have 13 classrooms (K-5) with room to grow. In addition to daily classroom instruction, students receive added instruction in Science, P.E, Music, and Library. Students enrolled in our award winning after school program receive 3 hot meals a day. We have a salad bar at lunch, and a produce market on campus. A core belief shared by every one at Reach is to serve the whole child. We have a full time Mental health worker on sight available and two Social Work Interns available to work closely with students and their families as needed. We also have a classroom for parents.

VISION

Everyone here is a learner. Everyone here is a teacher. Together we are champions...of knowledge, of our communities, of the environment, of our futures. .All students can reach demanding standards, provided they are enabled to do so and are willing to work. Children are encouraged and expected to set and pursue learning goals grounded in subject matter they are expected to learn each year. For example, a first grade goal might be to learn to speak and write in complete sentences, rather than simply to get a good grade. We believe that all staff members have a responsibility to engage in a reflective practice that includes some form of ongoing action research (e.g. lesson study, cycle of inquiry, etc.). Staff too are encouraged and expected to set and pursue their own learning goals. These goals are grounded in the professional teaching standards. Everyone here is a teacher. Classroom instruction is the core of what we do. All staff in the school community principal, custodian, secretary, as well as teachers are responsible for encouraging and supporting classroom instruction that is powerful in both content and pedagogy. Students also have a role as teachers. One of the best ways to take ownership of new knowledge is to pass that knowledge on to another. Older students

help younger ones. A student who has mastered a piece of content helps a student still struggling with this content. 4

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

In 2012-13, Reach will transition from standards-based curriculum to balanced literacy as we learn more about the Common Core Standards. We will continue to integrate Common Core Standards with the Swun lesson plan model for Math. We will analyze 2012 CST data in August to determine and identify strands of ELA and Math that need improvement. Three times a year, after each benchmark assessment in ELA, math, and DIBELS, we will conduct a Grade Level Academic Accountability Conference (GLAAC). At the GLAACs, benchmark data is used: * to monitor our progress in ELA and Math via Data Wall in Principal's office, * to identify students who need intervention, * to identify standards for more intense instruction, * and to identify successful instructional strategies for direct instruction of standards. We will continue weekly PLC's where teachers participate in data analysis, lesson planning, The principal and TSA meet with all grade levels during PLCs to monitor progress and to provide support and feedback.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

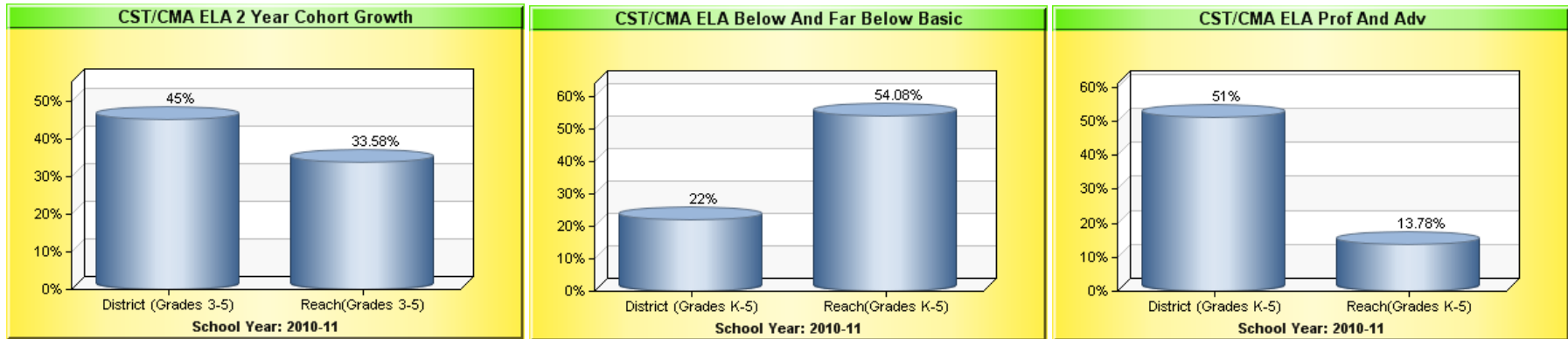
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- On the 3rd ELA Benchmark we decreased the percentage of BB and FBB (whole school) by 8 percent. Third Benchmark 18% decrease of BB and FBB.

Data Analysis

- At Reach, we need to focus on ELA and Reading. Although we made double digit growth in ELA school wide, between Benchmark 1 and 2, still 43% of our students are below grade level in ELA.
- As a new, relatively inexperienced staff, with 60% brand new teachers, we need to learn how to improve our teaching skills in order to reach our students.
- The entire staff is looking forward to learning and implementing the Balanced Literacy Approach to address the needs of our students. We are 100% committed to turning this school around.

Theory Action

- Learn about OUSD Balanced Literacy Framework
- Improve Literacy Instruction for all students
- Increase teacher leadership capacity around literacy
- Develop Balanced Literacy resources and best practices with a focus on Common Core
- Implement balanced literacy model with Reading/Writing Workshop, Differentiated Instruction, Guided Reading/Writing, Independent Reading/Writing, and Word Work

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue weekly grade-level PLCs to support Inquiry Cycle; to identify and share best practices as we learn and implement the Balanced Literacy model and how it aligns to the Common Core standards.	District Benchmarks, weekly assessments, and CST	All Students	ongoing	Sheehan/jara	5/17/2012	193SQI1A379	WELO coaches will cover classes together with credentialed teacher so teachers can be released for PLCs	Funded by Community Partner			0	\$0.00
Establish an ILT to engage school & community resources to redeploy existing	100% staff trained and active in	All	ongoing	sheehan/jara	5/17/2012	193SQI1A1902	Professional	9901-Title I - Parent	4399-		0	\$964.05

literacy materials to align with a Balanced Literacy Model	Balanced Literacy	Students					Development	Participation	SURPLUS			
Professional Development supports the Data Inquiry Cycle and the use of Balanced Literacy practices aligned with the Common Core Standards.	Benchmarks CST CELDT	All Students	ongoing	Sheehan/Jara	5/17/2012	193SQI1A1903	Help staff learn and implement the Balanced literacy Approach, and the Data Inquiry Cycle,	N/A			0	\$0.00
TSA will serve as LCI Literacy Instructor as required by Balanced Literacy Model	Teachers progress and student progress measured by CST and Benchmarks	All Students	ongoing	Jara	5/17/2012	193SQI1A2540	TSA will support teachers/staff as they learn, and implement the Balanced literacy approach.	3010-Title I		T10TSA0185	0.5	\$42,676.91

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

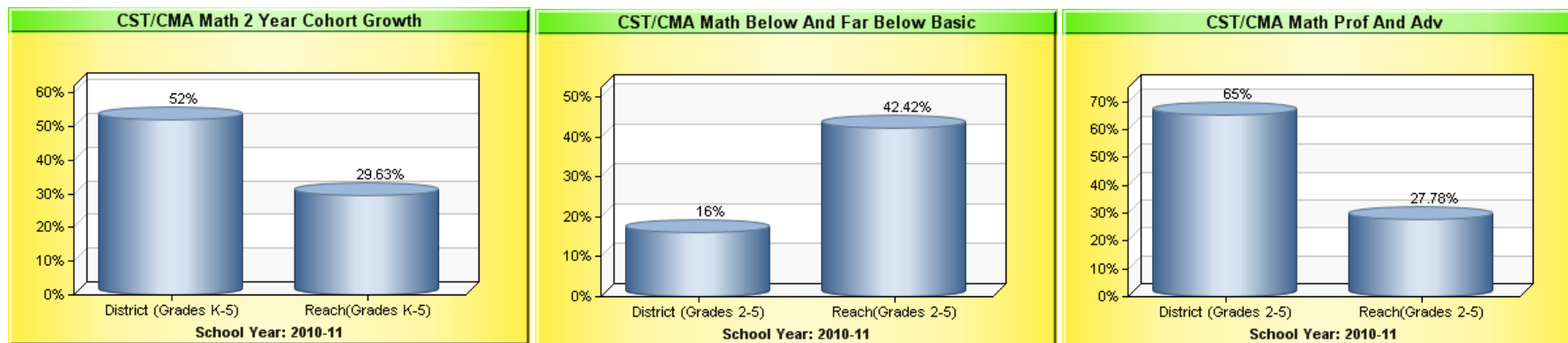
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

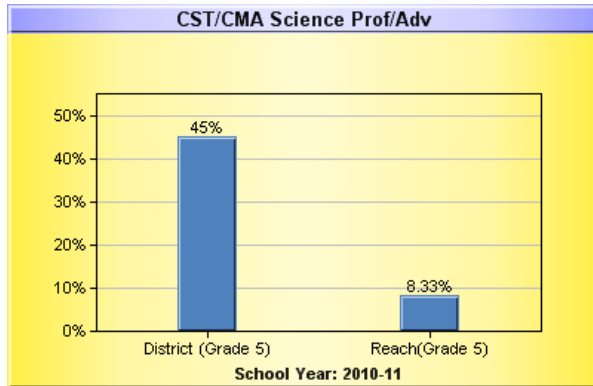
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- School wide, in math, on the CST, 31% of Reach students performed Prof. or above in Math. There was an 11% decrease on Benchmark 1. Benchmark 2 increased 10%.

Data Analysis

- Reach students historically score below the district in Math and Science by double digits.
- Reach students need to increase their scores by 37 percentage points in both Math and Science to be on par with the district.

Theory Action

- To prepare for the Common Core, math instruction needs to engage all students in using academic language and explaining their thinking.
- Students will develop competency in mathematics if teachers gradually release responsibility until students can independently explain how they arrived at their correct answer.
- EEIP teacher will use Foss Kits and coordinate with teachers to extend lesson via classroom guided and leveled readings.
-

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Swun Math - con't to work with partner schools to improve Swun practice	Bmrks CST	All Students	ongoing	Sheehan	4/28/2012	193SQI1B452	Begin in August to partner teachers	N/A			0	\$0.00
Practice Number or Dot Talk weekly to support Common Core Integration	CST Benchmarks	All Students	ongoing	teachers and staff	4/28/2012	193SQI1B454	Continue to learn Common Core strategies	N/A			0	\$0.00
Classrooms will be fit with books for Guided and Leveled reading that support Foss Kit lessons.	Benchmarks and CST	All Students	August	TSA Principal	4/28/2012	193SQI1B455	Collection of guided and leveled reading collection is ongoing	N/A			0	\$0.00
EEIP Teacher uses Foss Kits to teach literacy w/focus on reading writing. All students - K-5	Benchmarks, CST, CHKS	All Students	ongoing	Megan Bumpus	4/28/2012	193SQI1B1905	EEIP teacher participates in Balanced Lit PD	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Reach Academy

Principal: PATRICIA SHEEHAN

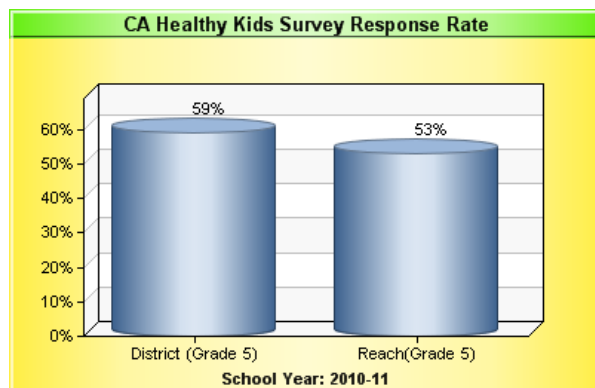
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



Data Analysis

- Reach Fifth Grade is nearly on par with the district as far a participation is concerned. We need to involve more students to validate the data.
- We need to collect information on the percentage of CDC students who enter Reach vs. Cox.

Theory Action

- Collaborate with PreK and Middle School communities to provide smooth transitions for students and families
- Integrate Reach Academy and Pre K at Reach so the expectation is to enter Reach - post Pre K.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Invite students and families from Pre K on a tour of Reach in July.	CHKS	Pre-Kindergarten	June 2012	Sheehan/Matos	4/28/2012	193SQ11C1906	Arrange w/ Nicole, Kinder-teachers, and Pre K teacher	N/A			0	\$0.00
Continue to allow Pre K parents to meet at Reach for monthly parenting meetings.	CHKS	Pre-Kindergarten	All Year	Sheehan/Matos	4/28/2012	193SQ11C1907	Arrange room availability and set up meeting w/Nicole	N/A			0	\$0.00
Con't to hold Options Fair at Reach to help 5th Grade families to make decisions	CHKS	All Students	January - March 2013	Sheehan	4/28/2012	193SQ11C1908	Work with Cox to set mutual date	N/A			0	\$0.00
Con't to work with Alliance and Elmhurst to arrange tour.	CHKS	All Students	3/1/2013	TSA and 5th Grade teachers	4/28/2012	193SQ11C1909	Initiate conversation w/Principal	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

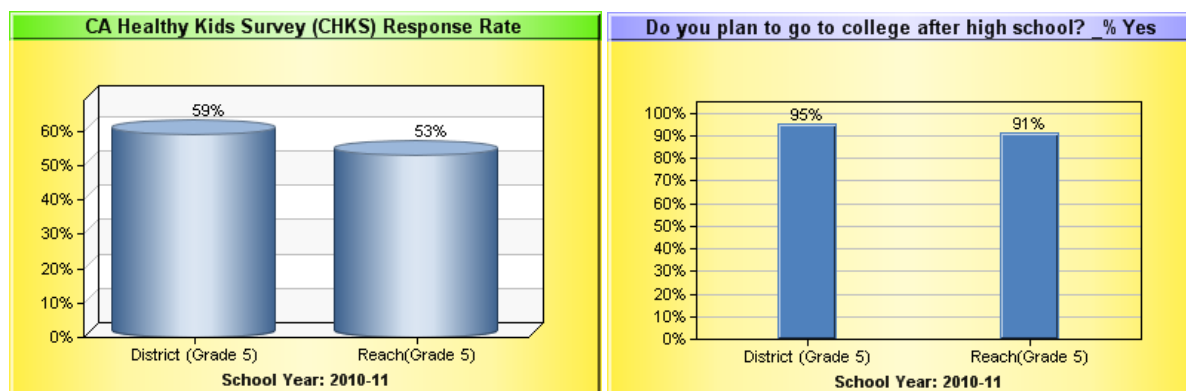
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Data Analysis

- Ninety percent of 4th and 5th Graders plan to go to college, as measured by survey.

Theory Action

- Create a culture of assumption that all Reach students will graduate from High School and go on to a college of choice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will make connections to highschool graduation requirements and discuss career and college pathways on a regular basis in daily lessons	CHKs	All Students	ongoing	teachers and staff	4/28/2012	193SQI1D3975	Discuss strategies during Buy Backs, PDs, and PLCs	N/A			0	\$0.00
Students learn to recite College Bound lyrics in confluence with step dance	CHKS	All Students	ongoing	Aikens/WELO	4/28/2012	193SQI1D3976	Students will perform step dance at Back to School and Open House	N/A			0	\$0.00
Career Day - Each class/grade level has a speaker visit to speak about his educational/career history.	CHKS	All Students	February 2013	Teachers and staff	4/28/2012	193SQI1D3977	Leadership decides when to have day, and teachers invite friends and family to speak about college and career experience	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- In Grades 2-5, 51 % students score BB and FBB on 2011-12 CST.
- African American girls in 4th grade showed greatest improvement on CST this year.

Data Analysis

- In ELA, first Benchmarks show initial dip in scores whole -school in all subgroups, followed by double digit increase in all subgroups on 2nd Benchmark.
- Latino Students out score Af. Am. students school-wide in ELA and Math by 10%

Theory Action

- Data will guide teachers to make decisions about approaches to accelerate student achievement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA will work with low performing at risk readers	CST Dibels, Benchmarks	FBB, BB	ongoing	Pia Jara	5/18/2012	193SQ11E2539	During grade-level workshops TSA will pull low performing grade level reading groups	3010-Title I		T10TSA0185	0.3	\$25,606.15
TSA will work with low performing at risk readers	CST Dibels, Benchmarks	FBB, BB	ongoing	Pia Jara	5/18/2012	193SQ11E4573	During grade-level workshops TSA will pull low performing grade level reading groups	7090-EIA - SCE		T10TSA0185	0.1	\$8,535.38
Teacher will differentiate lessons for English Learners	CELDT, CST, Benchmarks	English Learners	ongoing	Sheehan/Greenberg, Musumeci and Velasquez	5/18/2012	193SQ11E2573	Be prepared to adjust lessons and to teach English Learners	7090-EIA - SCE		TCSHLT0351	0.25	\$13,727.55

Teacher will differentiate lessons for English Learners	CELDT, CST, Benchmarks	English Learners	ongoing	Sheehan/Greenberg, Musumeci and Velasquez	5/18/2012	193SQ1E2574	Teach English Learners	7090-EIA - SCE		TCSHLT0348	0.2	\$12,204.71
Teacher will differentiate lessons for English Learners	CELDT, CST, Benchmarks	English Learners	ongoing	Sheehan/Greenberg, Musumeci and Velasquez	5/18/2012	193SQ1E2576	Teach English Learners	7090-EIA - SCE		TCSHLT0195	0.2	\$10,587.69
All classes include a Workshop period at least 4 times per week to allow teacher-directed, differentiated small group instruction to include Guided Reading and SIPPS, Fast Forward	Benchmarks, Assessments	All Students	beginning and ongoing	Teachers TSA	5/18/2012	193SQ1E4006	Use weekly PLC time to monitor progress Use baseline assessments to determine groups for the beginning of the year.	N/A			0	\$0.00
Conduct ongoing assessments, using benchmark tests, DRA or other skill-specific measures for progress monitoring	Benchmarks, Assessments	All Students	ongoing	teachers TSA	5/18/2012	193SQ1E4007	During weekl PLCs, review data, plan instruction based on data	N/A			0	\$0.00
Begin the year with a comprehensive assessment of all students' skills with SRI , Dibels, DRA, SIPPS, CELDT and a Math pre assessment to determine all leaning levels and to target students	assessments	All Students	beginning and ongoing	teachers TSA	5/18/2012	193SQ1E4008	Teachers will need time to conduct one on one assessments - half days	N/A			0	\$0.00
TSA will work with low performing at risk readers	CELDT, CST, Benchmarks	English Learners	ongoing	Pia Jara	5/18/2012	193SQ1E4574	During grade-level workshops TSA will pull low performing grade level reading groups	7091-EIA - LEP		T10TSA0185	0.1	\$8,535.38
Implement differentiated instruction for GATE students.	CST	GATE	2012-2013	Principal and Teachers	5/18/2012	193SQ1E4750	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Reach Academy

Principal: PATRICIA SHEEHAN

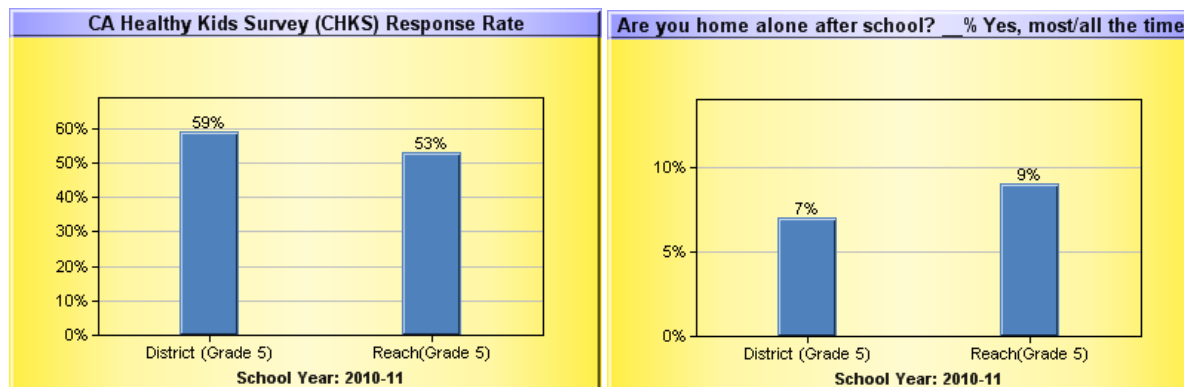
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day offering students and families learning opportunities before and after school, on weekends, and during the summer.



Data Analysis

- In 2011/2012, the ASP folded, when OUSD employee and site provider resigned unexpectedly. ASP had to scale back number of students, and find money from Reach day budget to fund remaining 5 months of program,
- OLC partnership kept up two classes of 20 students each throughout the year.

Theory Action

- Reach is searching for an ASP provider to extend the day to 6pm. As of April 27, decision will be made based on interview with providers
- Reach partners with OLC, who supports OPT, SSL, and Reading Partners to provide afterschool academic programming for 50 students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Dinner is served free to all ASP students	CHKS,	All Students	ongoing	Site coordinator, food-service	4/28/2012	193SQ11F4001	arrange start date with Nutritional services	N/A			0	\$0.00
Reading Partners will							Teachers, TSA will					

provide Reading tutoring for at least 2 classes after school	Benchmarks, CST, data study	Below Basic	September and ongoing	TSA	4/28/2012	193SQ11F4002	provide list of suggested students	N/A			0	\$0.00
Oakland Parents together will tutor 3rd grade students in Reading	Benchmarks, CST, data study	Below Basic	January	TSA	4/28/2012	193SQ11F4003	TSA will work with teacher to choose students	N/A			0	\$0.00
Fast Forward will be taught in Lab for 90 minutes daily (3 groups of 30 students based on grade level)	CST, Benchmarks		September and ongoing	Victoria Nodal and Principal	4/28/2012	193SQ11F4004	Ms. Nodal will work with Sheehan and ASP provider to integrate with ASP provider	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

A quality school...

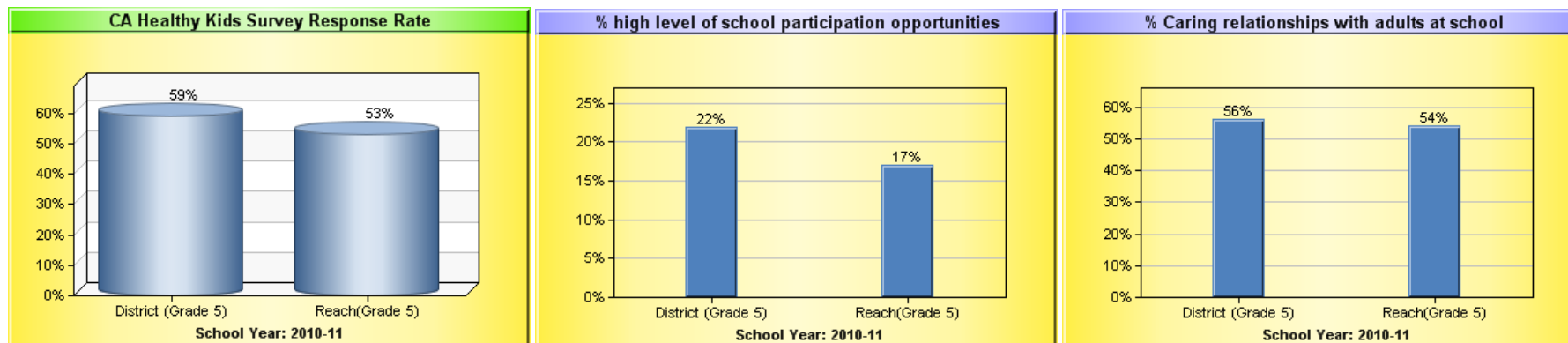
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

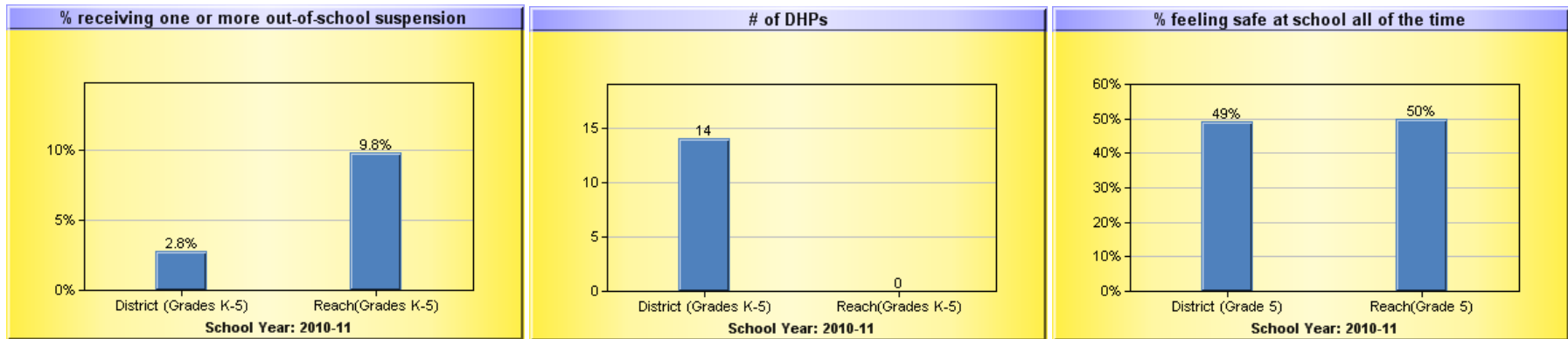
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- 50% of families, 107% staff, and 82% students completed CHKS survey in 2012.
- 62% and 68% of parents came to 1st and then 2nd parent teacher report card conferences.

Data Analysis

- New hire will work with parents to create a entry point for parents to be involved on a daily basis.

Theory Action

- Provide multiple interventions to avoid suspension and keep child in school.
- Focus on enhancing family participation in all aspects of child education to improve and enrich each child's overall educational experience
- Elevate school as nucleus/center of community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Work with staff to define school rules, values and norms and standardize them across grades, locations, and teachers	Referrals	All Students	ongoing	Reach Community	5/17/2012	193SQI2A1945	PD - Commit a portion of PD to review and share best practices for classroom management and engaging at risk students	N/A			0	\$0.00
Hire .5 Family relations bilingual	CHKS	English Learners	8/2012	Sheehan	5/17/2012	193SQI2A1946	Will work to increase parent participation, including working with volunteer parents setting up Family Meeting	7091-EIA - LEP		CMRAIB9999	0.3	\$20,240.54

							Room, coordinate with PLAN,						
Hire .5 Family relations bilingual	CHKS	English Learners	8/2012	Sheehan	5/17/2012	193SQI2A2560	Will work to increase parent involvement	3010-Title I		CMRAIB9999	0.2	\$13,493.70	
Hold Family Reading Nights, Science and Math Nights as well as Back to School and Open House events	Parent participation, Benchmark results	All Students	ongoing	Sheehan/Bumpus/Jara/Musumeci/Fernandez.NewHire	5/17/2012	193SQI2A1947	Work with community partners (OLC) to hold Reading Nights, Science Prep teacher to host Science Night, and Math Teacher Leaders	9901-Title I - Parent Participation		4399-SURPLUS	0	\$400.00	
Con't to work with PLAN to train and empower parents in their communities	parent conferences, increased participation in family events	All Students	ongoing	Sheehan/new hire	5/17/2012	193SQI2A1948	Hold regular parent meetings to increase active participation in school and student's education	9901-Title I - Parent Participation		4399-SURPLUS	0	\$0.00	
Hold Parent/Teacher Cafe	Parent conferences	All Students	ongoing	sheehan/community relation hire	5/17/2012	193SQI2A2537	Have 4 meetings in Family rooms to build and foster relationships between parents and teachers.	9901-Title I - Parent Participation		4399-SURPLUS	0	\$600.00	

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Reach Academy

Principal: PATRICIA SHEEHAN

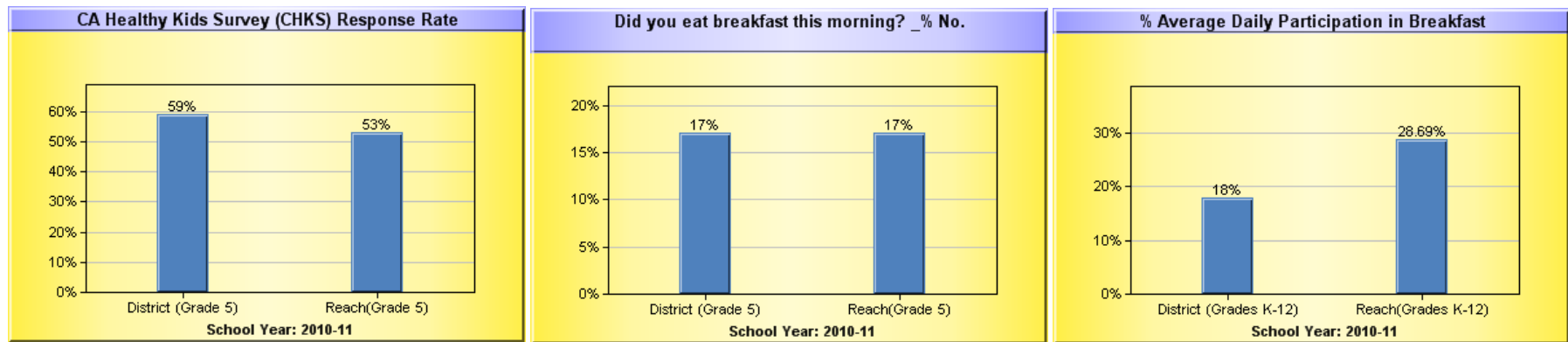
School Quality Standards relevant to this Strategic Priority

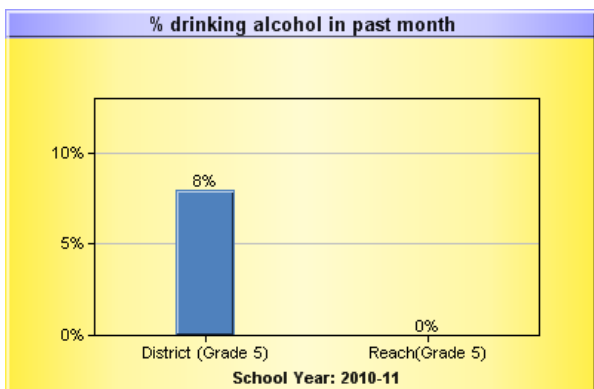
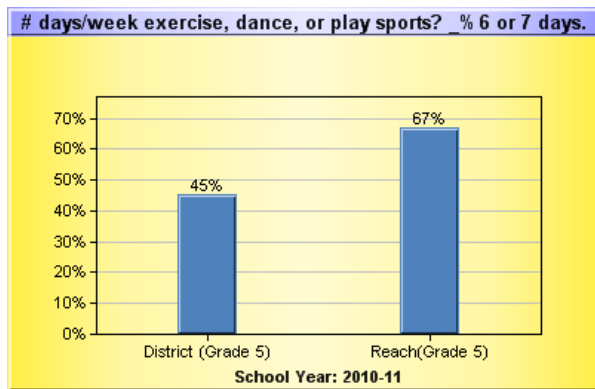
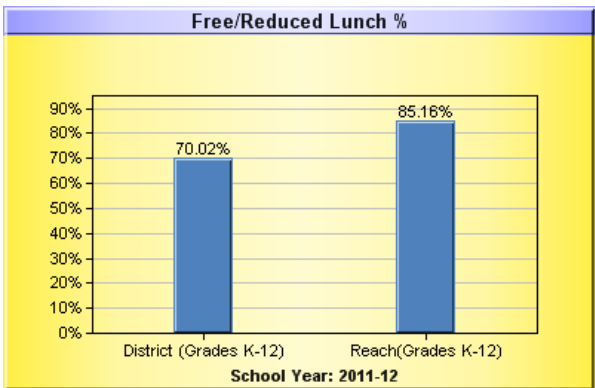
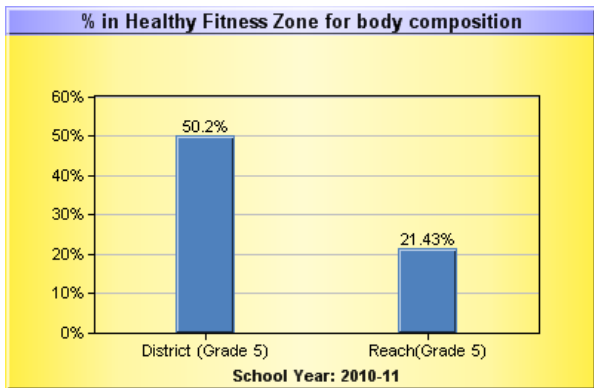
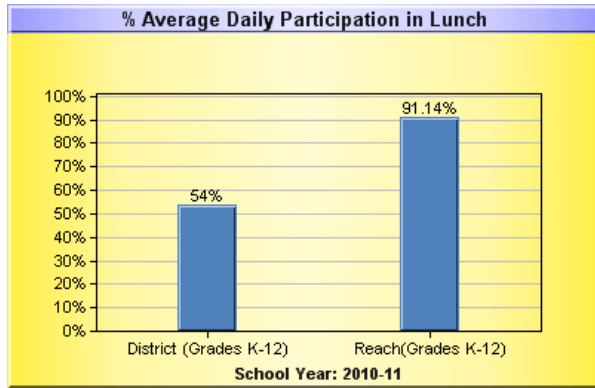
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Data Analysis

- So many of our students suffer from emotional, mental and physical health issues that need be addressed directly to assure they grow academically and socially.

Theory Action

- Full Service Community School; Data-driven alignment of resources to support student achievement
- Parent partnerships-building relationships with parents and families to develop collective trust and accountability for student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide 50 minutes weekly for all students via WELO/EEIP	CHKS	All Students	ongoing	Principal, WELO, EEIP	4/28/2012	193SQI2B1950	Each grade level relieved by WELO and Credential'd teacher	N/A			0	\$0.00
Con't to provide education regarding healthy foods	CHKS	All Students	ongoing	Staff	4/28/2012	193SQI2B1951	Lesson Plans and Food samples are provided monthly by Alameda County	N/A			0	\$0.00
Continue working with Big Smiles to provide dental care to students	CHKS	All Students	ongoing	Nurse/Principal	4/28/2012	193SQI2B1952	Set up 3 dates in October	N/A			0	\$0.00

at school.													
Con't Monthly Second Step Meetings with parents re: program	CHKS	All Students	ongoing	Sheehan, community relations bilingual	4/28/2012	193SQI2B1953	Community relations clerk will post flyers, call parents, and send home notices	N/A				0	\$0.00
Con't to provide 3 free meals (Breakfast, Lunch, and Dinner) to students, as well as 3xweekly fruit/veggie snacks	CHKS	All Students	ongoing	principal Food Service Tech	4/28/2012	193SQI2B3999	Dinner to students in ASP.	N/A				0	\$0.00
Leadership Lessons - Provide leadership classes for students in ASP to build confidence	CHKS	All Students	ongoing 2x weekly	WELO	4/28/2012	193SQI2B4000	Students apply with written request explaining why they want to be Leaders	N/A				0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

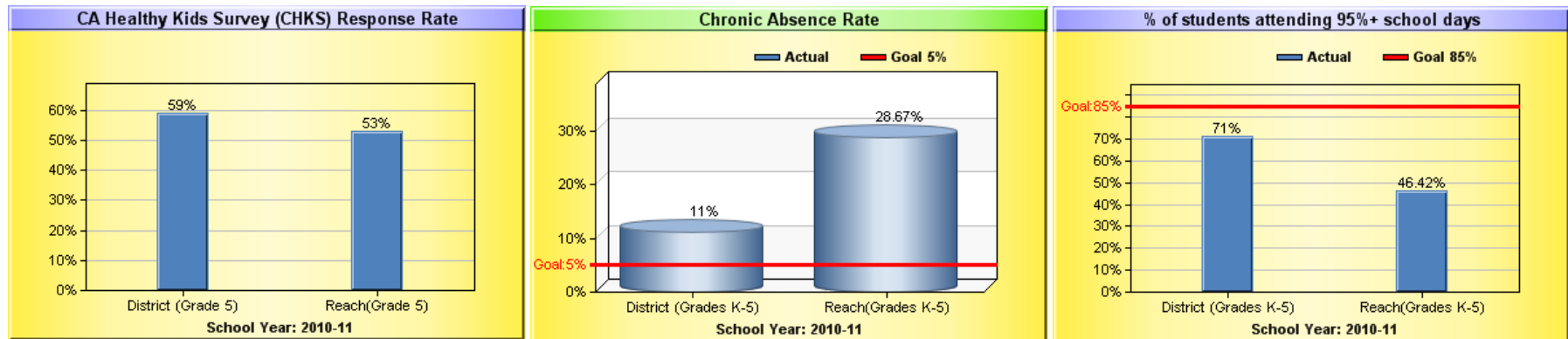
A quality school...

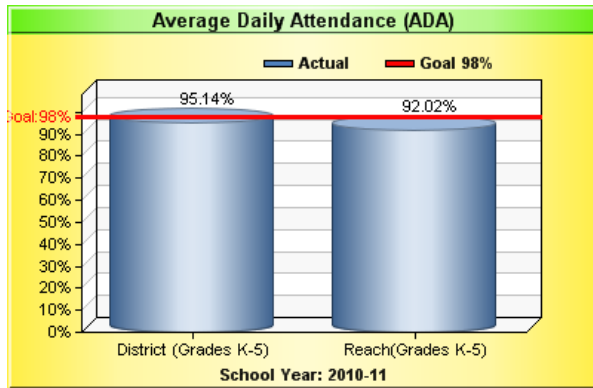
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Data Analysis

- Unlike 2011/12, we will begin 2012/13 with an attendance clerk. We have a goal of increasing Perfect Attendance by 35%.
- Unlike 2011/12, in 2012/13, we have a Family Relations Bilingual to work on Attendance problem, to connect with families of chronically absent.
- Family Relations Clerk and Attendance Clerk will work to increase overall attendance rate by 5%.

Theory Action

- We take a School Wide Approach to improving attendance by promoting good attendance (assemblies, rewards) and by holding SARTs and SSTs for students and families with attendance problems.
- Starting in kindergarten, we will focus on reduce multiple absences that can affect academic achievement, especially for at risk students who will be unable to make up for lost time.
- We will partner with families, the ASP, the SARB office, volunteers, and community groups to to develop and address attendance challenges affecting chronically absent and tardy students .

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Establish a daily process of calling all absent students, recording the findings, and sharing with teachers and ASP.	attendance rate	All Students	ongoing	Attendance clerk	4/28/2012	193SQI2C1910	Make chronic absences / tardies known to staff.	N/A			0	\$0.00
Celebrate/Promote Monthly Perfect Attendance by Community celebration at Lunch Recess, perfect attendance photos, certificates and pencils	attendance rate	All Students	ongoing	Admin asst and Attend. Clerk	4/28/2012	193SQI2C1911	celebrate monthly in cafeteria and display photographs outside cafeteria monthly	N/A			0	\$0.00
Have teachers set individual/class goals to improve attendance weekly and monthly w/ Incentive Chart.	attendance rate	All Students	ongoing	Principal and teachers, att. clerk	4/28/2012	193SQI2C1912	Provide teachers w Incentive Chart to post in class	N/A			0	\$0.00
Hold Staff PD around prioritizing and improving attendance and to establish teacher expectations and processes when students		All					Principal will review the cost of low attendance rates, and data from this year, and make it clear that att. is a priority. Hand out					

are absent. I.E. Teachers will call home to validate absences - as well as office. Teach staff how to read absent report.	attendance rate	Students	September	Principal	4/28/2012	193SQI2C1913	Incentive Charts. Brainstorm ways to encourage, improve, celebrate improved attendance in the classroom	N/A			0	\$0.00
Speak to the cost of poor attendance at Back to school night, and announce monthly incentives, weekly incentives, and preview the SART SARB process	attendance rate	All Students	September	Principal	4/28/2012	193SQI2C3979	Have Attendance data and fiscal loss thereof displayed in graphs for teachers to stress the importance of good attendance in classrooms and and for Principal to present to families as prioritized goal	N/A			0	\$0.00
Home Visits in mornings when attendance and family contact become problematic	student attendance	All Students	Ongoing	Community Relations Bilingual Clerk.	4/28/2012	193SQI2C3978	Clerk will vist homes when contact by phone is lost	N/A			0	\$0.00
Post Monthly Attendance rates by class and whole school on Attendance Bulletin and include same data in Principals Bulletin sent home monthly.	Attendance Rate	All Students	monthly	Principal, Attendance Clerk	4/28/2012	193SQI2C3980	Attendance Clerk needs to disaggregate monthly attendance rates by last Friday of Month for Principal to include in Monthly Bulletin home.	N/A			0	\$0.00
Hold a SART assembly for chronically absent and Tardy students to begin SART process and explain SARB office.	Att. Rate, SARB rate,	All Students	September	principal, Deb Long, Att. Clerk , Community Assistant.	4/28/2012	193SQI2C3981	Principal and DLong from SARB office will select a date in August for the Sept Assembly. Families can fill out SART contracts at assembly	N/A			0	\$0.00
Include ASP in Focus on Attendance Project. Share daily absent report. Brainstorm possible interventions, mutual efforts and consequences, incentives	attendance rate	All Students	September and ongoing	Principal, ASP coordinator	4/28/2012	193SQI2C3982	ASP will compare absence report to ASP student sign in. ASP coordinator will receive monthly attendance report.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

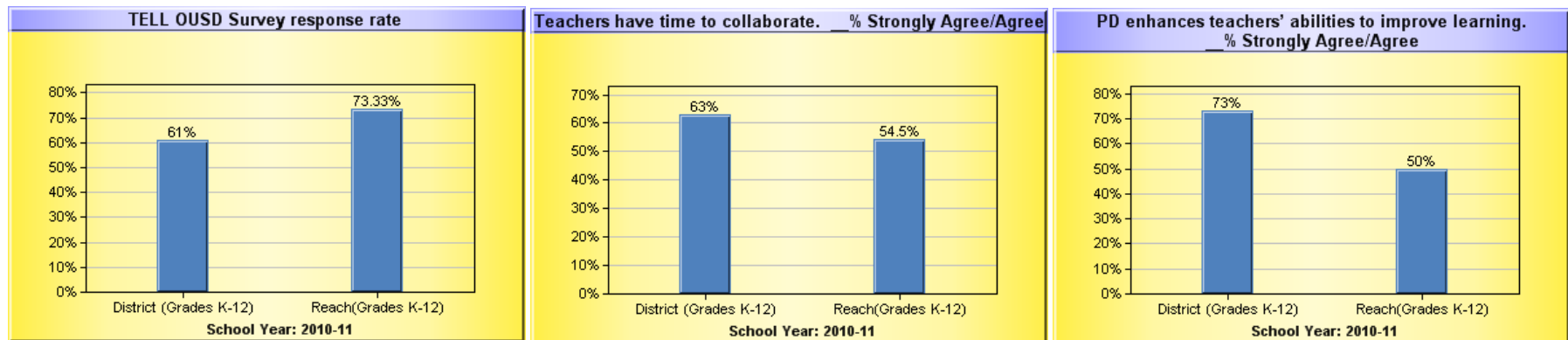
A quality school...

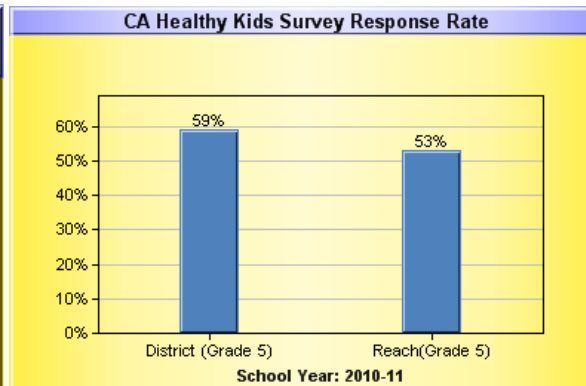
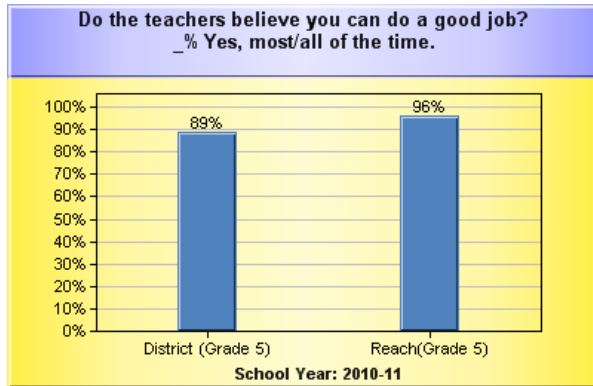
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- Our staff is united 100% in 2012/13 with a goal of bringing the Balanced Literacy Approach to Reach. We are looking forward to the PD, to the Leadership possibilities, to becoming a united Learning community.

Theory Action

- Collaboration among teachers by grade level, whole school, vertically, and otherwise is a priority. Weekly grade level PLCs are invaluable in planning and refining lessons, and analyzing data.
- TSA with strong Literacy Background works with Principal to design constructive PD differentiated as needed, and coaches new teachers
- New staff, with minimal experience, requires well thought out, thorough, deliberate, strategic use of Evaluation Process and multiple opportunities to receive feedback - from coach, peers, principal, colleagues

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Weekly PD in ELA or Math - followed by weekly walkthroughs by Principal and TSA	ELA Math Benchmarks	All Students	ongoing	Principal, TSA	4/28/2012	193SQI3A3983	Teachers practice in PD and apply in grade level planned lessons. TSA and Principal create walkthrough template and discuss in PLC.	N/A			0	\$0.00
Weekly PLC with TSA or Principal to plan lessons, discuss and improve lessons, data,	Benchmarks and CST	All Students	ongoing	Principal, TSA	4/28/2012	193SQI3A3984	One hour weekly per grade level release. Teachers meet w/agenda and TSA or Principal there for support and feedback.	N/A			0	\$0.00
Use of Evaluation Process to give personal feedback - teachers expect constructive feedback and followthrough.	Benchmarks and CST	All Students	ongoing	Principal, TSA	4/28/2012	193SQI3A3985	Principal spends hour in classroom per evaluation for five or six evals	N/A			0	\$0.00
Weekly Walkthroughs of Vital Signs	Benchmarks and CST	All Students	ongoing	principal, TSA	4/28/2012	193SQI3A3986	Vital signs are teaching strategies taught in PD as well as standard PD.	N/A			0	\$0.00
Develop teachers as Leaders in PD and as Curriculum Coaches	CHKS	All Students	ongoing	Principal TSA	4/28/2012	193SQI3A3987	provide opportunities for teachers to lead peers	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Reach Academy

Principal: PATRICIA SHEEHAN

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- First Report Card Conference: 60% parents met with teachers in one on one conference to pick up report cards.
- Second Report Card Conference: 72% parents met with teachers for report card conference.

Data Analysis

- We are united in the goal to increase to 75%, the number of parents participating in school activities.
- We hope to increase report card conferences to 85% parents showing.

Theory Action

- Reach out to our families to increase parent participation and create an atmosphere where families feel welcome
- Focus on families as central to the success of Reach as a FSCS.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Home Visits - Initiate and make home visits to connect with disenfranchised families, or to reach out to homebound parent, or to improve attendance, or to solve a problem as needed	CHKS, Attendance rate	All Students	ongoing	community relations bilingual , teachers, principals	4/28/2012	193SQI4A3994	Establish weekly meetings with Community Relations Bilingual to schedule weekly visits	N/A			0	\$0.00
Continue partnership with PLAN and OPT, including		All	monthly,	Principal, Community			Introduce new Community Assistant to					

parent empowerment meetings, parent cafes, and parent/teacher cafes	CHKS	Students	ongoing	Assistant Bilingual	4/28/2012	193SQI4A3993	current parent leaders, PLAN and OPT partners	N/A			0	\$0.00
Family Room - Set up the work desk, bookshelves, and two newly refurbished computers and printer in Family Room to provide daily Intranet access, a work place, reading space, or other needs.	CHKS	All Students	September	Community Relations Bilingual Clerk.	4/28/2012	193SQI4A3992	Establish regular hours for the Family Room, and design a schedule for signing up to use computers	N/A			0	\$0.00
Continue parent basic computer classes in Lab	CHKS	All Students	September - Dec. Dec - Apr	Principal	4/28/2012	193SQI4A3991	Principal arrange dates with computer teacher (volunteer) Offer two sets of weekly classes.	N/A			0	\$0.00
Family Reading Nights where families are invited to read with their students. Dinner is served and the importance of family participation is stressed.	CHKS	All Students	ongoing	Principal TSA	4/28/2012	193SQI4A3988	Meet with OLC partners to schedule dates	N/A			0	\$0.00
Community liaison will reach out to families to provide support or guidance as needed and ultimately encourage family participation in school activities and their child's education.	CHKS, Parent participation rates	All Students	ongoing	Community Relations Bilingual Clerk.	4/28/2012	193SQI4A3989	Begin by establishing a volunteer list, and holding regular meetings	N/A			0	\$0.00
Family Picnics - Back to school picnic (weekend before school starts and Spring Picnic to send off Fifth Grade.	CHKS, Parent participation rates	All Students	August and May	Principal, Teachers, Social Committee	4/28/2012	193SQI4A3995	Social committee contacts staff in early August	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Reach Academy

Principal: PATRICIA SHEEHAN

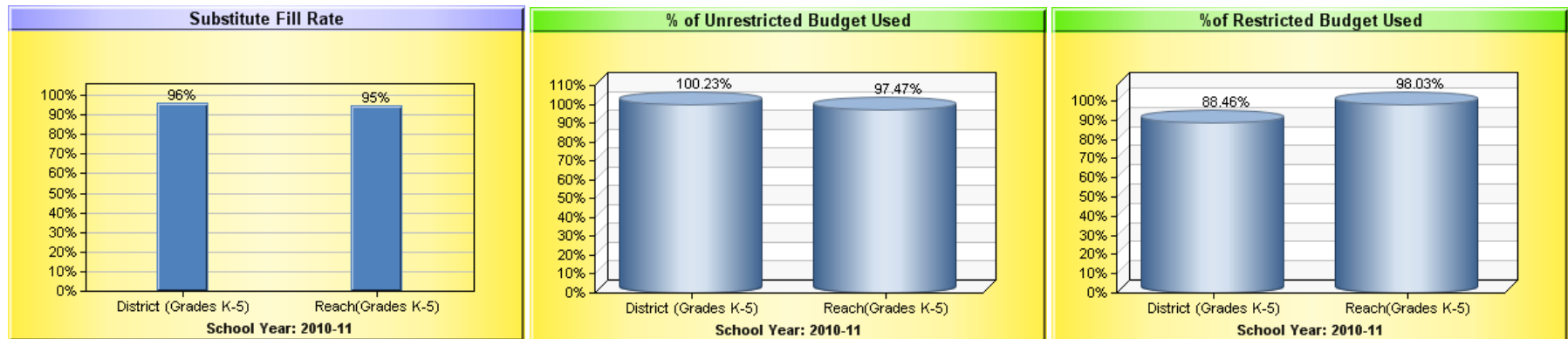
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



School Data

- We started year with 60 more students than projected. Kndrgrtn and 1st Grd classes had 30-31 students. By October 2011, we added a teacher; we have 13 now. We feel numbers are again under-projected. We predict Reach will grow again.
- Only twice, this year, did a substitute fail to show at Reach.

Data Analysis

- We have 7 brand new teachers. Large classes of 31 in Kinder, First, were challenging for new teachers. We want to grow as a school, to improve our performance to meet the needs of a growing school.

Theory Action

- All resources align with our goals for students - including improving instruction to meet their academic needs.
- All resources align with our ultimate goal to prepare students to be compassionate, conscientious, contributing members of their communities.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Use data and an inquiry cycle to support collaborative decision-making about resource allocations, including surveys and study sessions to build two-way understanding of priorities and constraints	Benchmarks and CST, CHKS	All Students	ongoing	Principal Teachers	4/28/2012	193SQI5A3996	Hold regular meetings with teachers, other staff, parents, students, and community members to review data	N/A			0	\$0.00
Use instructional time (master schedule), collaboration time, and other professional development time to guide and support quality instructional practice	CST, Benchmarks, CHKS	All Students	ongoing	Principal	4/28/2012	193SQI5A3997	Identify students' academic level, health needs, interests etc, and the appropriate teaching skills or strategies as needed.	N/A			0	\$0.00
Discuss all aspects of site budget allocations with staff and SSC and ELAC and determine priorities.	Benchmarks, CST, CHKS	All Students	ongoing	SSC, Principal, teachers, staff	4/28/2012	193SQI5A3998	Include SSC and ELAC parents in PLAN meetings to learn how to improve SSC	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Reach Academy
Site Number: 193**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on curriculum and supplies.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4.27.12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Klausela Vasquez
SSC Chairperson's Signature

Marisela Vasquez
SSC Chairperson's Name (printed)

5/8/12
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

B. Sheehan
Principal Signature

Patricia Sheehan
Principal's Name (printed)

5/8/12
Date

[Signature]
Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5/11/12
Date

[Signature]
Director, State & Federal Compliance Signature

Suzanne Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – Elementary School

School Name: Reach Academy

School Year 2011/2012

Chairperson: Marisela Vasquez	Vice- Chairperson:
Secretary: Kim Perry	<u>DAC Representative:</u>

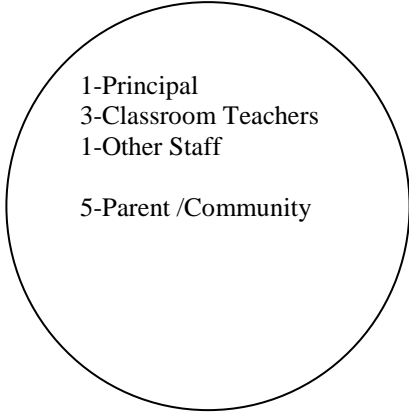
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Patricia Sheehan	9860 Sunnyside St, Oakland, CA	x			
Virginia Velasquez-Cruz	9860 Sunnyside St. Oakland, CA		x		
Alfreda Turner	9860 Sunnyside St. Oakland, CA		x		
Andrea Gerswhin	9860 Sunnyside St. Oakland, CA		x		
Kim Perry	9860 Sunnyside St. Oakland, CA				x
Pia Jara	9860 Sunnyside St. Oakland, CA			x	
Maribel Deborah	9860 Sunnyside St. Oakland, CA				x
Marisela Vasquez	9860 Sunnyside St. Oakland, CA				x
Alicia Ramirez	9860 Sunnyside St. Oakland, CA				x
Margarita Yanez	9860 Sunnyside St. Oakland, CA				x
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



Reach Academy Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Reach Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan. *This meeting will take place in early September as part of the yearly establishment of SSC and ELAC.*
- Offer a flexible number of meetings for parents. *We offer a variety of times and dates so the maximum number of parents have multiple opportunity to being involved.*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *Reach will present ongoing reviews of Title 1 programs and relevant data at SSC, ELAC, meetings, and at Back to School Night. Upcoming meetings will be announced in the Reach Monthly – our parent newsletter. Flyers will be distributed accordingly, and parents are called as a reminder.*
- Provides parents of Title I students with timely information about Title I programs. *Reach will present ongoing reviews of Title 1 programs and relevant data at SSC, ELAC, meetings, and at Back to School Night. Meetings will be announced in the Reach Monthly, and flyers will be distributed.*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *Reach will present ongoing reviews of Title 1 programs and relevant data at SSC, ELAC, meetings, and at Back to School Night. Upcoming meetings will be announced in the Reach Monthly – our parent newsletter. Flyers will be distributed accordingly, and parents are called as a reminder.*
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *(Reach will present ongoing reviews of Title 1 programs and relevant data at SSC, ELAC, meetings, and at Back to School Night. Upcoming meetings will be announced in the Reach Monthly – our parent newsletter. Flyers will be distributed accordingly, and parents are called as a reminder.*

School-Parent Compact

Reach Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Reach Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

At Reach Academy, we will consistently review all Title I programs with parents during Back to School Night, SSC, ELAC and other parent meetings, i.e. PLAN, and Parent Cafes.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Consistently review all Title I programs with parents during Back to School Night, SSC, ELAC and other parent meetings, i.e. PLAN, and Parent Cafes.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Regularly review all Title 1 programs with staff during Leadership and Faculty meetings.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *We will coordinate and integrate the Title 1 program activities with OLC, OPT, Family Literacy Night, Harvest of the Month, and PLAN.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Relative announcements and upcoming meetings will be related to parents and families in the Reach Monthly – our parent newsletter. Flyers will be distributed accordingly, and parents are called as a reminder. .*
- Provides support, during regular meetings, for parental activities requested by Title I Program parents. *Provide translation as needed, PLAN parent workshops to train parents to run SSCs, and OPT parent/cafes to support parents in being involved in their child's education.*

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Provide translation as needed, at SSC, ELAC, Back to School, parent conferences. Translate all materials going home in family language.*

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (name of school) School Site Council on 04/27/12 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The *Reach Academy's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Patricia Sheehan

4/27/12

Reach Academy Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.1 The school/district provides the current* State Board of Education (SBE)-adopted basic core instructional programs and materials in Reading/Language Arts (RLA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties, and advanced learners in all grade levels, are provided the current SBE-adopted basic core instructional program materials in RLA/ELD. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> At all levels, teachers use the adopted basic core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support kindergarten through grade three (K-3), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with reading difficulties, students with disabilities (SWDs), and advanced learners. Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional program materials</u> All students are <u> </u>X<u> </u> assessed, <u> </u>X<u> </u> placed, and <u> </u>X<u> </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u> </u>320<u> </u> All Students. <u> </u>121<u> </u> ELs. <u> </u>11<u> </u> SWDs.</p> <p><u>Appropriate Use</u> Identify all that apply: <u> </u>x<u> </u> Core materials are used daily as designed. <u> </u>x<u> </u> Ancillary materials are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
1. Instructional Program	1.2 The school/district provides either the 2008 SBE-adopted basic core instructional programs and materials in ELD or materials from the previous SBE-approved lists. These programs are implemented as designed and documented to be in daily use with materials for every identified EL student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions will meet the standard of “current.”	Full implementation means that ELs are provided either the 2008 SBE-adopted instructional program materials in ELD (Program 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE-adoption, materials from the previous SBE approved list. These materials are implemented daily as designed to support the assessed English proficiency needs of students. <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. At all grade levels, teachers use the ELD components as described in the full implementation statement with students identified for ELD on an English proficiency assessment. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately __x__ assessed, __x__ placed, and __x__ provided appropriate SBE-adopted or SBE-approved instructional program materials.</p> <p>If using either Program 1 or the ELD materials from the previous SBE-approved list, identify the ELD materials:</p> <p><u>Appropriate Use</u> ____x_ Materials/ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																					
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted RLA/ELD intensive intervention programs and materials in grades four through eight. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students identified as needing intensive intervention in grade four through eight, including ELs and SWDs, who are two or more years below grade level are provided the current* SBE-adopted intensive intervention materials that provide accelerated instruction at the students' assessed level of need. These materials are implemented daily as designed. <ul style="list-style-type: none"> • Intervention programs are stand-alone, intensive RLA programs that have been designed to accelerate student learning two grade levels for every year of instruction. • The programs should position students to progress rapidly toward successful reentry into the basic program at their appropriate grade level. Students who reenter the basic program may need an additional strategic support. • Districts are either using the SBE-adopted intensive intervention program from the SBE-adopted 2002 list or Programs 4 or 5 from the 2008 list. 	Objective	Fully	Substantially	Partially	Minimally																	
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																	
			Key Components																					
			<p><u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 4_25_ Gr. 5_28_ Gr. 6__0 All Intensive ELs: Gr. 4_15_ Gr. 10__Gr. 6_0_ All Intensive SWD's: Gr. 4_5_ Gr. 52__Gr. 6_0_</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="4" style="text-align: left;">Number/% Provided SBE-Intensive Intervention</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td>Total Intensive Students</td> <td style="text-align: center;">15 -65%</td> <td style="text-align: center;">20 -65%</td> <td></td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">70%</td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">5</td> <td style="text-align: center;">2</td> <td></td> </tr> </tbody> </table> <p><u>Appropriate Use</u> __x__ Materials are used daily as designed.</p>					Number/% Provided SBE-Intensive Intervention					Grade 4	Grade 5	Grade 6	Total Intensive Students	15 -65%	20 -65%		Intensive ELs	55%	70%		Intensive SWDs
Number/% Provided SBE-Intensive Intervention																								
	Grade 4	Grade 5	Grade 6																					
Total Intensive Students	15 -65%	20 -65%																						
Intensive ELs	55%	70%																						
Intensive SWDs	5	2																						
Documentation		Additional Comments																						
	Reading/Language Arts/ELD																							
District Purchase Date:																								
School Distribution Date:																								
Classroom Distribution Date:																								
Attach publisher PO documentation for sets of classroom core materials.																								

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted basic core instructional programs and materials in mathematics, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student. * As a result of ABX4 2, the SBE RLA/ELD 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all students, including ELs, SWDs, students with learning difficulties, and advanced learners in all grade levels are provided the current* SBE-adopted basic core instructional program materials in mathematics. These materials are implemented daily as designed to support the needs of all students. <ul style="list-style-type: none"> • At all levels, teachers use the adopted basic core mathematics program and ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the basic program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components Appropriate Instructional Program Materials All students are ___x_ assessed, ___x_ placed, and ___x_ provided appropriate SBE-adopted instructional program materials. Number of Students: ___320___ All Students. ___121___ ELs. ___11___ SWDs. Appropriate Use Identify all that apply: ___x___ Core materials are used daily as designed. ___x___ Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.5 The school/district provides the 2007 SBE-adopted mathematics intervention program and materials in grades four through seven. These programs are implemented as designed and documented to be in use with materials for every identified intensive student. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students identified as needing intensive intervention in grades four through seven, including ELs and SWDs, who are two or more years below level in mathematics are provided the current SBE-adopted intervention materials at their assessed level of need. These materials are implemented as designed and documented to be in use when additional intervention support is needed. <ul style="list-style-type: none"> For mathematics, grades four through seven intensive intervention materials are not designed as a curriculum to replace core instruction. The intensive intervention materials are to be used as an addition to the basic core instructional program so that students learn foundational skills and concepts essential for success in a basic grade-level mathematics program. 	Objective	Fully	Substantially	Partially	Minimally
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Students served: Number of Intensive Intervention Students: All Intensive learners: Gr. 4 15___ Gr. 5 _15___ Gr. 6 0___ All Intensive ELs: Gr. 4 _6___ Gr. 5 __4 Gr. 6 _0___ All Intensive SWDs: Gr. 4 __5_ Gr. 5 _2___ Gr. 6 0___ <u>Appropriate Us</u> ___x___ Materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.6 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use for identified grade eight intensive intervention students needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.	Full implementation means that all students in grade eight, including identified ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed. <ul style="list-style-type: none"> • The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom, supported by an additional class of strategic support the following school year. • Some SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are ___assessed, ___placed, and ___provided appropriate SBE-adopted instructional program materials. Number of Intensive Intervention Students: All Intensive Learners: Gr. 8 ___ All Intensive ELs: Gr. 8 ___ All Intensive SWDs: Gr. 8 ___				
Documentation		Additional Comments					
Mathematics							
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

Number Provided SBE-Algebra Readiness	
Grade 8	
Total Students	
ELs	
SWDs	

Appropriate Use
 _____ Materials are used daily as designed.

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																						
2. Instructional Time	2.1 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for RLA/ELD. This time is given priority and protected from interruptions: <ul style="list-style-type: none"> • Kindergarten: 60 minutes • Grades one through three: 2.5 hours • Grades four through six: 2.0 hours • Grades six through eight: 2.0 hours (or up to two periods) 	Full implementation means that the school's schedule allocates for all RLA/ELD classrooms the appropriate daily instructional time in the current SBE-adopted RLA/ELD basic core materials.** This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. ** Note for the 2008 SBE-adopted RLA/ELD, this means Programs 1, 2, or 3.	Objective	Fully	Substantially	Partially	Minimally																																																		
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																																		
			Key Components <u>Appropriate Allocation of Daily Instructional Time</u> ___x___Time is given priority and protected from interruptions. Identify the number of instructional minutes (length of periods) offered at each grade level.																																																						
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
2. Instructional Time	2.2 The school/district complies with and monitors daily implementation of additional instructional time	Full implementation of strategic support means that the school schedule allocates sufficient additional instructional time beyond the basic core program to support identified strategic students, including ELs, SWDs and students with learning					
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%

Reach ES
Academic Program Survey—Elementary School Level

within the school day for students identified for strategic support in RLA, using the current SBE-adopted basic core program ancillary materials.

- Kindergarten through grade six: 30 minutes
- Grades six through eight: 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to a grade-level core course.

difficulties. The district/ school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.

- This time is given priority and protected from interruptions
- Students identified in need of strategic support are defined as students demonstrating proficiency in reading/English language-arts standards no more than two years below grade level.
- All SBE-adopted programs have been designed with additional ancillary materials including intensive vocabulary instructional support (kindergarten through grade three), and reading intervention kits (grades one through three) that are to be used with and beyond the basic program and designed to provide extra support for struggling readers and ELs.
- This instructional time does not replace the additional 30-60 minutes of ELD to build students' language proficiency.
- For grades six through eight, strategic learners are assessed and need additional instructional time beyond the core.
 - For high-priority strategic students, the support is a strategic period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level course.
 - Some strategic students may have occasional trouble within the day-to-day core English-language arts instruction. These students may not need additional strategic time beyond the core period. In this case,

Key Components

Appropriate Allocation of Daily Instructional Time
 x Time is given priority and protected from interruptions.

Identify Number of High Priority (HP) Students served and length of HP strategic periods offered at each grade level.

Number of Students at each grade level									
	K	1	2	3	4	5	6	7	8
All Strategic	x	x	x	x	x	x			
All HP Strategic									
All HP Strategic provided 30-45 additional minutes or a support period	x	x	x	x	x	x			

Reach ES
Academic Program Survey—Elementary School Level

		<p>teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core RLA classroom.</p> <ul style="list-style-type: none"> The SBE-basic core adopted materials and the core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="10">Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Additional time provided all HP Strategic students</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">Additional time provided all HP Strategic ELs</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;">Additional time provided all HP Strategic SWDs</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td>50</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Describe assessment and placement criteria for high-priority strategic students.</p> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students											K	1	2	3	4	5	6	7	8	Additional time provided all HP Strategic students	60	60	60	60	60	60				Additional time provided all HP Strategic ELs	30	30	30	30	30	30				Additional time provided all HP Strategic SWDs	50	50	50	50	50	50			
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	<p>2.3 The school/district complies with and monitors the daily implementation of additional instructional time within the school day for English Language Development (ELD) instruction for identified ELs using the either the 2008 SBE-adopted basic core materials instructional program and materials in ELD or materials from the previous SBE-approved lists. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • Kindergarten through grade six: 30-60 minutes • Grades six through eight: 30-60 minutes (or up to one period) 	<p>Full implementation means that that the school’s schedule allocates 30-60 minutes of daily ELD instructional time for all identified ELs in either the 2008 SBE-adopted basic core instructional programs and materials in ELD (Programs 2 or 3 or for Program 1 districts, the locally adopted ELD materials) or for districts not adopting from the 2008 SBE adoption, materials from the previous SBE-approved materials list. These ELD instructional minutes are in addition to instructional time in the basic core program; are given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • Districts that have adopted from the 2008 SBE-adopted materials list should be using the ELD materials in Programs 2 or 3 or if using Program 1 ELs should be provided daily ELD instruction at the appropriate language proficiency levels from the previous SBE-approved supplementary materials lists. • Districts not adopting from the 2008 list should provide daily ELD instruction at the appropriate language proficiency levels from previous SBE-approved supplemental materials lists. • ELs who are also identified as SWDs must receive 30-60 minutes of daily ELD instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			<p><u>Appropriate Allocation of Daily Instructional Time</u> Identify all that apply: ___x___ Time is given priority and protected from Interruptions. ___x___ ELD instruction is additional time in the schedule.</p> <p>Identify Number (#) of EL students by CELDT level and # of ELD minutes offered at each CELDT level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Proficiency Levels</th> <th style="width: 15%;">Levels 1-2</th> <th style="width: 15%;">Level 3</th> <th style="width: 15%;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td style="text-align: center;">20</td> <td style="text-align: center;">14</td> <td style="text-align: center;">12</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students	20	14	12	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students	20	14	12													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	30	30	30													
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
District Instructional Regulations:																
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																															
2. Instructional Time	2.4 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted intensive intervention programs in RLA. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades four through six: 2.5-3.0 hours • Grades six through eight: 2.5-3.0 hours (or up to three periods) 	Full implementation means that the school schedule allocates the appropriate instructional time in uninterrupted time for all students identified as needing intensive intervention, including ELs and SWDs. The current SBE-adopted RLA/ELD intensive intervention reading program materials are utilized daily to support the needs of all intensive intervention students to provide sufficient instruction and practice to meet their instructional needs. <ul style="list-style-type: none"> • This time is given priority and protected from interruption. • Students in need of intensive intervention are defined as students demonstrating proficiency in RLA two or more years below grade level. • The school schedule allocates appropriate instructional time for implementation of the current intensive intervention programs (2008 SBE-adopted Programs 4 and 5 or 2002 SBE-adopted intensive intervention programs) as stated in the framework and designed by publishers. • The school schedule reflects that ELs assessed and identified for intensive intervention receive embedded ELD instruction in the 2008 SBE-adopted Program 5, which also meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally																											
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																											
			Key Components																															
			<p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___ Time is given priority and protected from interruptions.</p> <p>Indicate total length (minutes) designated for intensive intervention:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 70%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 5%;">8</th> </tr> </thead> <tbody> <tr> <td>All Intensive learners</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive Els</td> <td style="text-align: center;">30</td> <td style="text-align: center;">30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">50</td> <td style="text-align: center;">50</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level							4	5	6	7	8	All Intensive learners	30	30				Intensive Els	30	30				Intensive SWDs	50	50
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																																			
2. Instructional Time	2.5 The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted basic core programs for mathematics. This time is given priority and is protected from interruptions. <ul style="list-style-type: none"> Kindergarten: 30 minutes Grades one through six: 60 minutes Grades six through eight: 50-60 minutes (or one period) 	<p>Full implementation means that the school schedule allocates for all mathematics classrooms the appropriate daily instructional time in the current SBE-adopted mathematics basic core materials. This schedule provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners, sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> This time is given priority and is protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally																																															
			2.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																															
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			<p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Instructional Minutes offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="10" style="text-align: center;"># of Instructional Minutes @ each grade level</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td style="text-align: center;">9 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p># For Algebra Readiness see 2.7</p>					# of Instructional Minutes @ each grade level											K	1	2	3	4	5	6	7	8	All Students	9 0	9 0	9 0	9 0	9 0	9 0				ELs	9 0	9 0	9 0	9 0	9 0	9 0				SWDs	9 0	9 0	9 0	9 0	9 0	9 0
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	K	1	2	3	4	5	6	7	8																																													
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SWDs	9 0	9 0	9 0	9 0	9 0	9 0																																																
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.								
2. Instructional Time	2.6 The school/district complies with and monitors daily implementation of additional instructional time within the school day for kindergarten through grade eight students identified for strategic intervention support in mathematics, using the current SBE-adopted basic core ancillary program mathematics materials. <ul style="list-style-type: none"> • Kindergarten through grade six: 15-30 minutes • Grades six and seven: 30-60 minutes (or up to one period) additional strategic support at each grade level linked to a grade-level core course. • Grade eight: 30-60 minutes (or up to one period) additional strategic support linked to the grade-level Algebra I course. 	<p>Full implementation means that the school schedule allocates sufficient additional time to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • For grades six and seven, strategic students are defined as demonstrating proficiency of mathematics standards within two grade levels and are unable to master grade-level standards. • For grades six and seven, strategic students are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional time/period to pre/re-teach concepts and skills taught in the grade level course. – Some grade six and seven strategic students may have occasional trouble within day-to-day grade-level standards instruction. These students may not need additional strategic time beyond the core instruction/period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom. • For grade eight, strategic students demonstrate proficiency at or above the seventh grade mathematics standards but are unable to master Algebra I standards. • For grade eight, strategic learners are assessed and need additional instructional time beyond the core. <ul style="list-style-type: none"> – For high-priority strategic students, the support is an additional period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some grade eight strategic students may have occasional trouble within day-to-day grade-level 	Objective	Fully	Substantially	Partially	Minimally				
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%				
			Key Components								
<p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___ Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of Strategic and High Priority (HP) strategic students served and the amount of strategic instructional time (length of HP strategic time/periods) offered at each grade level.</p>											
# of Students at each grade level											
			K	1	2	3	4	5	6	7	8
All Strategic	1 5- 3 0	3 0	3 0	3 0	3 0	3 0	3 0	3 0			
All HP Strategic	6 0	6 0	6 0	6 0	6 0	6 0	6 0	6 0			
All HP ELs	6 0	6 0	6 0	6 0	6 0	6 0	6 0	6 0			
All HP SWDs	5 0	5 0	5 0	5 0	5 0	5 0	5 0	5 0			

Reach ES
Academic Program Survey—Elementary School Level

		<p>standards instruction. These students may not need additional strategic time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts in their core mathematics classroom.</p> <ul style="list-style-type: none"> For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="10">Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.</th> </tr> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td>6 0</td> <td>2 .</td> <td>2 5</td> <td>2</td> <td>2</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td>6 0</td> <td>2 .</td> <td>2 5</td> <td>2</td> <td>2</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Amount of Strategic Instructional Minutes (or length of periods) at each grade level for HP Strategic students.											K	1	2	3	4	5	6	7	8	Additional time provided to all HP strategic students	6 0	2 .	2 5	2	2	2				Additional time provided to HP EI strategic students	6 0	2 .	2 5	2	2	2				Additional time provided to all HP SWD strategic students									
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Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																	
2. Instructional Time	<p>2.7 The school/district complies with and monitors implementation of instructional time for the current SBE-adopted mathematics intervention materials for identified intensive intervention students needing specialized instruction to acquire the mathematics skills and concepts necessary to meet grade-level mathematics standards.</p> <ul style="list-style-type: none"> • Grades four through six: 15-30 minutes. • Grades six and seven: 30-60 minutes (or up to one period) additional support linked to a grade-level core course) when additional intervention support is needed. <p>For districts using the 2007 SBE-adoption:</p> <ul style="list-style-type: none"> • Grade eight: One period of Algebra Readiness daily for identified intervention students. 	<p>Full implementation means that the school's schedule allocates sufficient instructional time for students identified as needing intensive intervention to acquire the grade-level or pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of intensive intervention students.</p> <ul style="list-style-type: none"> • For grades four through seven, students needing intensive intervention are defined as demonstrating proficiency of mathematics standards below two grade levels and are unable to master grade-level standards. • For grade eight, mathematics intensive intervention students are defined as those who are achieving below seventh-grade mathematics standards. These students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program. <p>For districts using the 2008 SBE-adoption:</p> <ul style="list-style-type: none"> • The SBE-adopted grades four through seven intensive intervention materials are not designed as a curriculum to replace basic core instruction. The intensive intervention materials are to be used when additional intervention support is needed. • For grade eight, the Algebra Readiness program is a one-period, stand-alone, intensive program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. <p>For districts using the 2001 SBE adoptions:</p> <ul style="list-style-type: none"> • Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program. 	Objective	Fully	Substantially	Partially	Minimally																													
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																													
			<p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> ___x___ Time is given priority and protected from interruptions.</p> <p>Indicate total number of <u>additional</u> minutes:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="6" style="text-align: center;"># of Instructional Minutes at each grade level</th> </tr> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 5%;">6</th> <th style="width: 5%;">7</th> <th style="width: 10%;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Learners</td> <td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive ELs</td> <td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>All Intensive SWDs</td> <td style="text-align: center;">6 0</td> <td style="text-align: center;">6 0</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							# of Instructional Minutes at each grade level							4	5	6	7	Algebra Readiness	All Intensive Learners	6 0	6 0				All Intensive ELs	6 0	6 0				All Intensive SWDs	6 0	6 0
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Documentation		Additional Comments																																		
	Mathematics																																			
District Instructional Regulations:																																				
School Instructional Regulations:																																				
Attach appropriate documents																																				

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/ assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted RLA/ELD and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that the annual district instructional/assessment pacing guides are in dally use to fully implement the current SBE-adopted RLA/ELD and intensive intervention programs by grade level and/or program level (and by tracks if in a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level RLA/ELD content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> ___x___ Distributed to each grade level. ___x___ Used daily at every grade level. <u>Pacing Guide Use Monitored</u> ___x___ Principal monitors daily use.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District/School Pacing Plan by Grade Level:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide documented to be in use for each grade level (kindergarten through grade eight) for the current SBE-adopted mathematics program in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that there is an annual district pacing guide that is constructed to be used daily in all classrooms to fully implement the current SBE-adopted mathematics program by grade-level (and by tracks if on a year-round school).</p> <ul style="list-style-type: none"> Use of the pacing guide ensures that all students receive a common sequence of grade level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. The core course pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> ___x___ Distributed to each grade level. ___x___ Used daily at every grade level. <u>Pacing Guide Use Monitored</u> ___x___ Principal monitors daily use.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.						
4. School Administrator Instructional Leadership Training	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted RLA/ELD basic core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the RLA/ELD instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted RLA/ELD or intensive reading intervention program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted RLA/ELD core or intervention program materials and 40-hours of structured practicum. The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> The current RLA/ELD core or intensive reading intervention materials. The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; Curriculum Framework language and the academic content standards addressed in the materials; and The use of the instructional/assessment pacing guide. <p>The remaining eight hours focus on the following:</p> <ul style="list-style-type: none"> Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally		
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	<p style="text-align: center;">Key Components</p> <p><u>Training and Practicum Completed</u></p> <p>Principal ___x___ Training in RLA/ELD. ___x___ Structured Practicum.*</p> <p>Vice Principal ___na___ Training in RLA/ELD. ___na___ Structured Practicum.*</p> <p>* Refer to suggested practicum activities in EPC 3.3.</p>	

Reach ES
Academic Program Survey—Elementary School Level

	<p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE approved Administrator Training Program (ATP) Provider and complete the SBE approved Leadership and Support of Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District Assembly Bill (AB) 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	<p>4.2 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted mathematics core and intervention program materials through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the instructional materials and the EPCs.</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted mathematics program.</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the most recent SBE-adopted mathematics core and intervention program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • The current SBE adopted mathematics materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; 	Objective	Fully	Substantially	Partially	Minimally
			4.2	4 100%	3 At least 75%	2 At least 59%	1 Less than 50%
			Key Components				
<p><u>Training and Practicum Completed</u></p> <p>Principal <input checked="" type="checkbox"/> Training in Mathematics. <input checked="" type="checkbox"/> Structured Practicum.*</p> <p>Vice Principal <input type="checkbox"/> Training in Mathematics. <input type="checkbox"/> Structured Practicum.*</p> <p>* Refer to suggested targeted professional development and support list.</p>							

Reach ES
Academic Program Survey—Elementary School Level

	<p>*Note: In cases where an administrative training for the implementation of the mathematics adopted materials cannot be located, the district may elect to send the principal and vice-principal(s) with their teachers to the mathematics instructional materials 40-hour materials professional development.</p>	<ul style="list-style-type: none"> The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research-based practices to plan and deliver instruction to meet varying student needs. 	
Documentation		Additional Comments	
	Mathematics		
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components				
			Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	4.3 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead grade/subject area teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in Modules 2 and 3 of the Administrator Training Program. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention; and 	Objective	Fully	Substantially	Partially	Minimally
			4.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Principal's Professional Development</u> ___x___ Completed.</p> <p>Identify type of professional development/ support* and hours. (Refer to the suggested targeted professional development and support list.)</p>							

Reach ES
Academic Program Survey—Elementary School Level

		<p>implementation and monitoring of standards-based IEP.</p> <ul style="list-style-type: none"> • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly-qualified teachers appropriately credentialed for their assignments.	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components ___80%___ Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District Senate Bill (SB) 472, Completion Records:							
Approved Provider Information:							
Date of Offerings:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers and Professional Development Opportunity	5.2 The school/district provides teachers of RLA/ELD (in all grade levels and programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted RLA/ELD and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional	Full implementation means that all teachers of RLA/ELD and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted RLA/ELD program and/or intensive intervention program used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Training and Practicum Completed:</u> Indicate number of teachers at each grade level and number completing training and practicum.				
		# of Teachers	40-hour Training	80-hours of Structured Practicum			
Grade 1		2	1	1			
Grade 2		2	1	1			
Grade 3		2		2			
Grade 4		2		2			
Grade 5		2		2			
Grade 6							
Grade 7							
Grade 8							
* Refer to suggested practicum activities.							

Reach ES
Academic Program Survey—Elementary School Level

	development plan.	<p>practices to support ELs in learning academic content standards.</p> <ul style="list-style-type: none"> • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																																									
5. Credentialed Teachers and Professional Development Opportunity	5.3 The school/district provides teachers of mathematics (in all grade levels and programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the	<p>Full implementation means that all teachers of mathematics have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs.</p> <p>Some practicum activities might include:</p> <ul style="list-style-type: none"> • Use of the SBE adopted four through seven intensive intervention instructional materials along with the basic core program. • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in Grade Level/Team Meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	Minimally																																					
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%																																					
			Key Components																																									
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	# of Teachers	40-hour Training	80-hours of Structured Practicum																																									
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Algebra 1																																												
Algebra Readiness																																												

Reach ES
Academic Program Survey—Elementary School Level

	<p>adopted program and the goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching Participation: Classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led Demonstration Lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-Embedded Technology Support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB 472, Completion Records:			
Approved Provider Information:			
Date of Offerings:			
Attach appropriate documents.			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and ongoing support to all teachers of RLA/ELD and intensive intervention. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the current adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides to all RLA/ELD and intervention teachers ongoing, targeted support through trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject-matter expertise. The coaches, content experts, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Coaches/content experts/specialists</u> <input type="checkbox"/> x <input type="checkbox"/> Type of instructional assistance. <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> x <input type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input type="checkbox"/> x <input type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input type="checkbox"/> Completed English Learner Professional Development (ELPD). <input type="checkbox"/> xDevelopment (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support for Teachers	6.2 The school/district provides instructional assistance and ongoing support to all teachers of mathematics. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all mathematics and intervention teachers ongoing, targeted support through content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The content experts, coaches, and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted instructional programs in mathematics to improve student achievement.</p> <ul style="list-style-type: none"> The ongoing instructional assistance includes ensuring that all teachers are trained to an advanced level on research-based practices and instructional delivery through onsite professional development and demonstration lessons, including observation and feedback for next steps. Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. The principal structures and monitors the use and impact of coaching services on students' achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Coaches/content experts/specialists:</u> <input checked="" type="checkbox"/> Type of instructional assistance. <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input checked="" type="checkbox"/> Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
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Reach ES
Academic Program Survey—Elementary School Level

Component							
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted RLA/ELD and intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis. <ul style="list-style-type: none"> • The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. • Common curriculum embedded/formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p style="text-align: center;"><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p style="text-align: center;"><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p> <p style="text-align: center;"><u>Using Formative Assessment Results</u></p>							

Reach ES
Academic Program Survey—Elementary School Level

			<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently. <input checked="" type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels			
Classroom:			
District:			
Attach appropriate documents.			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted basic core mathematics and intensive intervention programs. Student achievement results from assessments (i.e., entry-level diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, and progress monitoring assessments (including frequent formative and curriculum-embedded assessments) and summative assessments on a timely basis.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	Objective	Fully	Substantially	Partially	Minimally
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p style="text-align: center;"><u>Ongoing Assessment and Monitoring System</u></p> <p><input checked="" type="checkbox"/> District supported electronic data management system.</p> <p><input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.</p> <p><input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.</p> <p><input type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.</p> <p style="text-align: center;"><u>Training on Accessing and Using Electronic Data System</u></p> <p><input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.</p>							

Reach ES
Academic Program Survey—Elementary School Level

			<p><u>Using Formative Assessments Results</u> <input checked="" type="checkbox"/> Curriculum embedded/formative assessments administered frequently. <input type="checkbox"/> School-wide assessment calendar developed and used. <input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Example of Curriculum Embedded Assessments:			
Sample report of assessment at the following levels -			
Classroom:			
District			
Attach appropriate documents.			

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted RLA/ELD programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice a month) for all teachers of reading and language arts, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> ___ 4 ___ Number per month. ___ x ___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___ x ___ Meetings are structured; protocols/tools are developed and used. ___ x ___ Training for collaboration meeting protocols provided to teachers. ___ x ___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___ x ___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> ___ x ___ Using and analyzing timely student common assessment results from all students. ___ x ___ Strengthening program implementation. ___ x ___ Designing and improving lessons and instruction. ___ x ___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Schedule for Monthly Grade-Level Meetings and Example of Lesson Plans:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meeting (preferably two) per month in order for subject matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted mathematics programs, including Algebra I and Algebra Readiness.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of mathematics, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic; – Progress monitoring, including frequent formative and curriculum-embedded assessments; and – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design and delivery, including the use of research-based strategies, to support the mastery of content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings:</u> <input checked="" type="checkbox"/> 4 Number per month. <input type="checkbox"/> x All teachers including strategic, intensive intervention, special education, and ELD teachers participate. <input type="checkbox"/> x Meetings are structured; protocols/tools are developed and used. <input type="checkbox"/> x Training for collaboration meeting protocols provided to teachers. <input type="checkbox"/> x Professional development provided for administrators and teachers on data analysis and data-informed instruction. <input type="checkbox"/> x Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> <input type="checkbox"/> x Using and analyzing timely student common assessment results from all students. <input type="checkbox"/> x Strengthening program implementation. <input checked="" type="checkbox"/> x Designing and improving lessons and instruction. <input type="checkbox"/> x Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and the Single Plan for Student Achievement (SPSA).	Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in RLA, and ELD, are aligned and prioritized in the SPSA. <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Allocation of Funds</u> ___x___ District and site categorical and general funding are aligned to support EPC implementation. <u>Coordination of Funds</u> _x___ The SPSA aligns to the goals and activities in the LEA Plan.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan uses all revenues appropriately.							
Attach appropriate documents.							

Reach ES
Academic Program Survey—Elementary School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> ___x___ District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> ___x___ The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan uses all revenues appropriately.							
Attach appropriate documents.							